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ABSTRACT

This booklet reports on a project for the development of teachers' manuals and students' workbooks for Swedish schools on peace education. The work resulted in five separate teachers' manuals and three students' workbooks for different educational levels. "Schooling for Peace" is seen as an ambitious effort in an area where the lack of teaching materials has been emphasized. A series of reports and miniprints dealing with the task has been published in Swedish. Some aspects of this work are emphasized in this booklet, using mainly texts and examples for the upper secondary school for illustration. (EH)

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"SCHOOLING FOR PEACE": NOTES ON A PROJECT FOR DEVELOPING TEACHING MATERIALS IN SWEDEN

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"SCHOOLING FOR PEACE": NOTES ON A PROJECT FOR DEVELOPING TEACHING MATERIALS IN SWEDEN

Åke Bjerstedt

"Schooling for Peace" was a project for the development of teachers' manuals and students' workbooks for Swedish schools - a cooperative project between the Alva and Gunnar Myrdal Foundation, the Swedish Red Cross and the Swedish UN Association. The work resulted in five separate teachers' manuals and three students' workbooks (for different educational levels).

"Preparedness for Peace" is an umbrella name for a group of studies at the Malmö School of Education with the aim to increase our knowledge, via research and development efforts, about possible ways of helping children and young people to deal constructively with questions of war and peace.

Considering that "Schooling for Peace" was quite an ambitious effort in an area where the lack of teaching materials has been emphasized, it seemed natural for the Malmö group to study and evaluate the products from "Schooling for Peace". A series of reports and miniprints dealing with this task have been published in Swedish. Here some aspects of this work are summarized, mainly employing the texts for the upper secondary school for illustration.

"SCHOOLING FOR PEACE": NOTES ON A PROJECT FOR DEVELOPING TEACHING MATERIALS IN SWEDEN

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Introduction

It is a well-known fact that many teachers who, in principle, are interested in involving themselves in educational efforts for peace feel hesitant to do so because they feel that they have no (or inadequate) training in this field and/or that they have access to no (or inadequate) teaching materials for this purpose. Teacher training for peace education in schools and the development of teaching materials for peace education are, therefore, two very important tasks to deal with in order to improve the international situation for peace education in schools. (Cf. Bjerstedt, 1994.)

If we focus on the second of these tasks, there are at least three things that educators and psychologists can do: (a) stimulate and help projects dedicated to developing teaching materials for peace education; (b) make national projects in this area known internationally to stimulate cross-national cooperation or the adaptation of useful teaching ideas in new contexts; and (c) initiate or carry out systematic evaluation of existing materials in order to promote experience-based improvements in the development of peace education materials.

The present notes on a project for developing teaching materials for peace education in Sweden are related to points (b) and (c) just mentioned.

"Schooling for Peace" and "Preparedness for Peace"

"Schooling for Peace" was a project for the development of teachers' manuals and students' workbooks for Swedish schools. (The Swedish name, "Skola för fred", could be translated both as "Schools for Peace" and as "Schooling for Peace"; we have chosen the latter expression here.) "Schooling for Peace" was a cooperative project in Stockholm between the Alva and Gunnar Myrdal Foundation, the Swedish Red Cross and the Swedish UN Association. The work resulted in five separate teachers'

manuals: for the preschool, the junior level (grades 1-3), the middle level (grades 4-6), and the senior level (grades 7-9) of the comprehensive school, and the upper secondary school (grades 10-12). In addition, three students' workbooks were developed: for grades 1-3, grades 7-9 and grades 10-12.

"Preparedness for Peace" is an umbrella name for a group of studies at the School of Education in Malmö, Sweden. The general aim is to increase our knowledge, via research and development efforts, about possible ways of helping children and young people to deal constructively with questions of war and peace in school.

Considering that "Schooling for Peace" can be said to be quite an ambitious development effort in an area where the lack of teachers' manuals and students' materials has been emphasized, it seemed natural for our group in Malmö to study and evaluate the activities and the products from "Schooling for Peace". We have published a series of reports and miniprints in Swedish dealing with this task, with a Swedish overview included in a recent report (Bjerstedt, 1995).

Here we will summarize some aspects of this work, mainly employing the two volumes for the upper secondary school for illustration.

A Spectrum of Evaluation Possibilities

Let me start, however, with some more general considerations about what "evaluation" may mean in this context. There are many possibilities. Some of these will be briefly mentioned:

(a) "Preparation oriented" evaluation - studying and evaluating the process of preparing the manuals and materials (for example, via interviews with the main actors involved: the project leader, the representatives of the organizations involved, the authors - dealing, among other things, with what the actors considered good and bad experiences).

(b) "Materials oriented" evaluation - studying and evaluating the publications that resulted from the work, that is, the teachers' manuals and the students' workbooks. One or more experts in the field could be used to evaluate the products, in several different respects, as they appear.

(c) "Process oriented" evaluation - studying and evaluating what happens in the classroom when teachers try to use the ideas from the manuals and when the students work with the workbooks. This could be done from various perspectives - the teachers', the students', or the outsider-expert's. Features dealt with could be: how interesting do the students find the materials, how difficult do they find the tasks, to what extent do the tasks

stimulate continued efforts to deal with peace and war issues etc.
(d) "Remote-outcome oriented" evaluation - studying and evaluating long-term effects of the work with the materials in terms of insights, attitudes, values and the "action readiness" of the students.

We may add a more specific type of approach:
(e) "Information-spread oriented" evaluation - studying and evaluating how well the information about the availability of the materials was spread in the relevant groups (that is, primarily, among teachers at the relevant school levels).

All these five groups of evaluation efforts can be interesting and useful. In our work with the "Schooling for Peace" project, we used mainly the first three approaches (that is, preparation, material and process). To some minor extent we dealt with the fifth approach ("information spread"), while we found that the fourth approach would be too difficult and time-consuming to handle properly in the context where we operated.

Some General Background Information about the "Schooling for Peace" Project

The main initiator and actor during the early phase of the "Schooling for Peace" project was Rolf Björnerstedt. Björnerstedt had a background as a nuclear physicist and had worked with weapons problems in a defence research setting. Peace issues were, however, an early interest, and Björnerstedt was for some time the chairperson of SIPRI (the Stockholm International Peace Research Institute), and also of the Alva and Gunnar Myrdal Foundation. The Myrdal Foundation had as its main task to spread easy-to-understand information about armament and disarmament, war and injustice in the world. Not only adults but also children and young people were considered target groups in the work of this foundation, with the aim of creating a devotion to global, peaceful development.

Our first documented contact with the "Schooling for Peace" project was an interview with Rolf Björnerstedt when this project was presented at the Gothenburg Book and Library Fair in 1987 (cf Björnerstedt, Ivri & The Project "Preparedness for Peace", 1988).

Björnerstedt indicated in the interview that he was disappointed with traditional negotiation methods that had not been sufficiently successful, and also with the mainstream of peace research that was too slow in its approach to practical policy. His hope now was instead education for peace. The desire for peace must be a moral imperative. "I do not know if

this road - the road via schools - can be used, but I really think that this is the natural road that remains to tested, that has not yet been sufficiently tested." At the end of the interview, Rolf Björnerstedt summarized his main point of view in this way: "...I believe and hope that the solution of the survival problems of the world finally will come via the young generation... that is the reason why it is so important that we provide information, that we stimulate the debate and that we create personal involvement and desire for action. What it will result in, no one can say today. But we can hope that the schools of the world in the long run have possibilities to contribute to a solution of the problems."

Rolf Björnerstedt was one of the initiators of the Swedish Peace Lottery (the economic resources of which for a period could be used for the peace-related developmental work of various organizations); and the "Schooling for Peace" project was the largest project that was initiated within the framework of the Peace Lottery.

Characteristically, cooperation was established with well-known and well-reputed organizations like the Swedish Red Cross and the Swedish UN Association. Considering that education for peace was still seen as a controversial topic in some circles, this cooperation had its value in giving the project's activities greater authority and respectability than if a group of individuals had worked on their own or only with the support of their own organization.

Different Types of Documents from the Mapping and Evaluation of the "Schooling for Peace" Project

The reports and miniprints in which our group dealt with the "Schooling for Peace" activities and products are of different kinds. Some report on our interviews with different actors within "Schooling for Peace": those who were responsible for leading and coordinating the work, those who participated as authors of various texts and those who represented the views of the organizations involved (cf., for example, Pålsson, Ivri & The Project "Preparedness for Peace", 1991; Sjögrund & The Project "Preparedness for Peace", 1991).

Other publications report experiences from our process studies, i.e. present information about how the material was functioning or was judged to be functioning among users - teachers and students - on different educational levels (cf., for example, Persson, 1995; Tallberg Broman, 1993).

Two researchers with expertise in the peace education area (from

outside Sweden but able to read Swedish texts easily) accepted the task of making a separate evaluation of the various texts (the eight booklets produced: five teachers' manuals and three students' workbooks). Those were Birgit Brock-Utne (Professor of Education at the University of Oslo), well-known for her books on peace education, with a feminist perspective; and Jørgen Pauli Jensen (Professor of Psychology at the Royal Danish School of Educational Studies in Copenhagen), also well-known for his work on peace and peace education issues. (Cf. Brock-Utne, 1992; Jensen, 1992.)

An example of a more specific type of report is one assessing the familiarity with the materials from "Schooling for Peace" among Swedish teachers (Tvingstedt, 1992).

Let me now briefly present the material developed for the upper secondary school and some reactions to this part of the "Schooling for Peace" project.

Texts for the Upper Secondary School

Two volumes were produced for use in the upper secondary school - a students' book in the form of an anthology of texts by different authors (144 pages), and a teachers' manual (38 pages). Three people had the main editorial task: Gertrud Ivri, project leader; Roland Pålsson, chairperson of the Myrdal Foundation (after Rolf Björnerstedt had left); and Birgitta Sjögrund, with special responsibility for educational design and educational recommendations (Ivri, Pålsson & Sjögrund, 1990a, 1990b).

The text content of the students' anthology is presented in Box 1. As we can see, it is a mixture of analytical factual texts ("What is the United Nations?"), literary texts for experience ("Johnny Got His Gun"), and documentary texts with appeals ("The Russell-Einstein Manifesto"; "I Have a Dream"). Most texts are in Swedish (either original texts in Swedish or translated into Swedish), but three of the texts have been presented to the Swedish students in their original English. In Box 1 the texts of the various contributions are given first as they are presented in the anthology. After that an approximate translation into English is given in brackets for texts in Swedish.

The teachers' manual contains, in general, two types of material: (a) A fairly short introductory text about the basic educational view from which the "Schooling for Peace" project starts. Different types of working methods that fit in within this view are referred to. (b) A longer part of the text, where examples are given about how one can work with the an-

Box 1. The content of the anthology "En värld att leva i" /A World To Live In/ for students in the upper secondary school

Vad är FN? /What is the United Nations?/
Jan Mårtensson

I exilen /In Exile/
Berthold Brecht

Globala hot mot vår överlevnad och livskvalitet /Global Threats against our Survival and Quality of Life/
Roger Walsh

Johnny var en ung soldat /Johnny Got His Gun/
Dalton Trumbo

Rör inte min kompis /Don't Touch my Pal/
Harlem Désir

The Russell/Einstein Manifesto

I Have a Dream
Martin Luther King, Jr

The Liberation of Perugia
E.P. Thompson

Mitt TV-liv /My Life with TV/
Claes Andersson

Vi måste ändra livsstil /We must Change our Lifestyle/
Anders Wijkman

Minska utsläppen drastiskt! /Diminish the Pollution Drastically!/
Henning Rodhe

(continued)

Adler-Karlssons Lilla katekes - tio budord för tekniker /Adler-Karlsson's Small Catechism - Ten Commandments for Technologists/

Den våldsamma människan /The Violent Human Being/
Birgitta Geissman & Christer Rindeblad

Psykologiska och psykiatriska aspekter på kapprustning och kärnvapenkrig /Psychological and Psychiatric Aspects of the Arms Race and Nuclear War/
Johan Cullberg

Är krig naturligt? /Is War Natural?/
Eva Moberg

Indianhövding Seattles budskap /Chief Seattle's Message/

Söndag är för sent /Sunday is Too Late/
Rolf Edberg & Alexej Jablokov

Kan kärnvapenupprustningen rättfärdigas? /Can Nuclear Armament be Justified?/
Harald Ofstad

Mot rädslan /Against Fear/
Ingvar Bratt

Hur vi skaffade oss vår högre levnadsstandard /How we Provided Ourselves with Our Higher Living Standard/
Erik Damman

thology texts in different school subjects, including specific exercises and questions to deal with. Let me make some additional observations on these two parts of the manual.

The first part starts from a wide definition of peace: Peace is not only the absence of war; it is also a particular vision about the future. This vision deals with a process of cooperation among all nations, a cooperation founded on freedom, independence, respect for human rights and a just distribution of resources. The more specific issues of peace and war should be seen in such a broad and long-term perspective. Basic components of an education related to such a perspective are: (a) to collect knowledge about the nature of our world; (b) to evaluate the facts and take one's stand; and (c) to solve conflicts with peaceful and constructive methods. The texts presented should give the students possibilities to deal with various issues that may involve difficulties or help on the way to peace and justice. A basic way to deal with issues of this kind is, according to this manual, structured discussions in small groups. Other working methods recommended and briefly discussed are, for example, role playing, values exercises, and conflict resolution exercises. The school should also stimulate the students to inform others actively about their knowledge and values in the form of exhibitions, films, letters to the press etc.

The second part of the manual starts with an overview table showing some of the more natural ways of relating the various texts of the anthology to different school subjects in the upper secondary school. The texts are listed in a left-hand column as headings for the rows. The major school subjects are given at the top as headings for the columns. Then, for each of the texts one or (usually) several crosses are given for that school subject or those school subjects where it would seem most reasonable to deal with the specific text. For example, the text on the United Nations by Jan Mårtensson is suggested to be handled in social studies and/or history, while the poem by Brecht is marked for Swedish and the discussion by Johan Cullberg is marked for psychology. The text by Martin Luther King is a "popular" one, in so far as it is marked for five different school subjects: Swedish, English, social studies, religion/philosophy and history.

Subsequently, the manual takes up one school subject at the time, indicating which of the texts could be handled in each and then giving a number of suggestions, including detailed student exercises, about how to deal with the texts. In addition, a number of extra, minor texts as well as illustrations are included in the manual to be used for supplementary

discussion, and various references to publications and films for further studies are presented. - At the end of the manual a number of organizations working with peace-related issues are briefly presented with their addresses and telephone numbers in Sweden.

Examples of Reactions to the Texts for the Upper Secondary School

It is seen from the interviews that the editorial group was clearly satisfied with its work with the upper secondary school materials (which was not true for all sets of material). Roland Pålsson, the chairperson of the Myrdal Foundation, said for example:

"This is one of the things that we learnt: to start from literary or documentary basic material is better than to start from a chronological or systematic history text or than just to give collections of facts.

... In the anthology there is for example a text from World War II; it is very concrete and exciting, it is experiential reading on a high literary level. At the same time, however, it offers the opportunity to give perspectives, argumentation and facts about a lot of things in World War II. The development of modern warfare, the peace work after the war, pacifism vs. non-pacifism - a long series of issues are elucidated from this literary perspective. Then there are other texts such as Einstein's and Russell's manifesto and the famous speech by Martin Luther King which are purely documentary but at the same time convey experiences as living texts. I believe that this is my view, in summary: to approach these issues is best done by letting the students, at different school levels, meet living texts that deal with how human beings yesterday and today react to this part of our reality in a way that gives an experience and a kick. Then the teacher should have knowledge enough himself or herself or via resource materials to give the answers to those many, many questions that are evoked. I have come to the insight that we could have built up the whole thing in this way from the beginning.

...It was a very big job to select material for this anthology, and it could certainly have been shaped in other ways also. But I feel that it is very good." (Pålsson, Ivri & The Project "Preparedness for Peace", 1991, p. 10 f.)

This positive view of the anthology for the upper secondary school is shared to a large extent by our different material evaluators. Gunilla Runnedahl, a teacher with long experience from peace education efforts, was fairly critical about the material developed for the senior level of the

comprehensive school, but had this to say about the texts for the upper secondary school:

"It differs rather markedly from the materials for grades 7-9. It is gentler, more coherent, more nuanced. It is simply in many ways quite good material. It also contains more about the environmental issues than the various materials for the comprehensive school. The *manual* gives several important views about how one can work with the material. The part about psychology contains important and effective points of view.

But obviously there are things to criticize here too. I miss links to such school subjects as music and art. And were are the female authors? The war perspective still dominates a little too much. The study questions are often too detailed. They give too little room for flexibility. They appeal too little to the students' imagination.

The *anthology* contains many good texts to read and experience. They give good starting-points for important discussion. They are definitely more pleasant to work with than the texts for grades 7-9. But many texts are rather difficult, and one may wonder a little about the target group. They probably do not suit all students within the upper secondary school. Perhaps one would wish for more fiction texts, especially such where the young people can identify with persons in the text." (Runnedahl & The Project "Preparedness for Peace", 1992, p. 7 f.)

Birgit Brock-Utne, our expert evaluator from Norway, is also of the opinion that the anthology contains many good text contributions, but she criticizes the male dominance among the authors. She demonstrates through a number of examples that there is a large female literature in this area and continues:

"I had assumed that many of these women would be represented in the anthology with extracts, and obviously I would reckon with extracts from speeches, appeals and publications by Sweden's strong women in the global disarmament arena, from Fredrika Bremer, Ellen Key, Alva Myrdal, Inga Thorsson, Maj Britt Theorin.

I had also hoped that one would include texts from the good novels that were well-received in their time... I think primarily about Bertha von Suttner's classical novel: Lay Down Your Arms...

But what did I find? None of the authors mentioned above was represented. I found an anthology with extracts from 23 authors in all, out of which 2 were women, one of them as co-author with a man." (Brock-Utne, 1992, p. 15.)

Our Danish expert evaluator had a predominantly positive evaluation

of the materials for the upper secondary school and wrote, among other things:

"Summing up, one can say that the manual is a true gold mine of suggestions for teaching, resources (both written and based on pictures, films, video etc), factual texts (boxes of facts), suggestions for concrete questions to discuss etc.

The anthology ... contains texts that are predominantly both experiential texts that can provoke indignation or involvement - and give impulses to further work with search for knowledge.

One can always wish more or other texts in such an anthology according to personal insight and taste. I would like a text by Gandhi, who in several of the booklets is referred to as an important 'peace hero' from our century." (Jensen, 1992, p. 21 f.)

Obviously, it is important how the material developed works in the concrete teaching situations of the upper secondary schools. A study of eleven classes that worked with these texts showed predominantly very positive reactions from both teachers and students. The anthology was normally experienced as very stimulating to work with. For students less accustomed to theoretical studies (as exemplified by students from the two-year programs with a "practical orientation" within the upper secondary school) some parts of the material were too difficult, however. (For more details, see Persson, 1995.)

Concluding Points of View

It is not enough, of course, that teaching material be developed within a particular problem area; in addition, it must be known and used among relevant teachers. The Myrdal Foundation made some special efforts in this direction (as exemplified by the presentation of the project in the Gothenburg Book and Library Fair when the first parts of the material had been published; cf. above), and it had the advantageous situation of being able to distribute the materials via organizations like the Swedish UN Association and the Swedish Red Cross, organizations including networks of interested teachers in schools.

In our work with the materials within the "Preparedness for Peace" group, however, we have got the impression that they are rather unknown. A specific minor study was carried out to test this impression (Tvingstedt, 1992). Telephone interviews were carried out with a group of teachers, randomly chosen from some areas in Southern Sweden, and evenly distributed over the four relevant school levels (grades 1-3, 4-6,

7-9 and 10-12).

The person contacted by telephone was asked whether he or she knew about any teachers' manual or any students' workbook that could be used in peace education at the particular school level where the teacher worked. If the answer was yes, a number of follow-up questions were asked to be able to identify the particular material the teacher had in mind.

About a quarter of the teachers interviewed in this way indicated that they knew of *some* such material. However, when they described the material in more detail, it was found that none of the respondents had any material from the "Schooling for Peace" project in mind. Thus, there was no person in the group of 100 interviewees who spontaneously referred to any part of these materials we have discussed here. When the interviewer asked a more direct question about this material, 3 out of the 100 said that they had heard about it, but no one had used it.

Even though one should not, of course, draw too definite conclusions from a small study of this character, it still could be said that these interview results correspond well with our general impression that the materials from "Schooling for Peace" had not been satisfactorily made known among teachers. Considering the technique used for the selection of interviewees in the telephone study, there is no reason to believe that the results would have been radically different if one had approached another group.

Therefore, there is reason to deal especially with ways of information to teachers in future work of this kind. In Tvingstedt's small report, there is some discussion of alternative information strategies.

In summary, it is reasonable to say about the work within the project "Schooling for Peace" that is was a very ambitious, pioneer effort that was made to furnish teachers and students at different educational levels with recommendations and materials within a common framework. Since this effort dealt with a problem area where earlier experiences were few, and that could be experienced as controversial, and since several organizations with slightly varying points of view were involved, the task was not easy. At some school levels the material may perhaps be said to be somewhat meagre if one wants to cover three years in the student's schooling with its help. At *one* level - the senior level of the comprehensive school - the project group chose to deal in some detail with the East-West conflict as it was seen at the time; as a consequence the material after some time (and the radical political changes) was felt to be somewhat out of date.

As a whole, however, the work must be said to have been highly

successful, which can be seen both from the various classroom studies carried out and in the examination made by our special expert-evaluators. The materials have to a considerable extent been experienced as stimulating to the students and as a valuable support in a teaching task that many teachers feel insecure about. It would therefore be natural to carry on with this kind of work, with stepwise updating and other revisions based on experience. The anthology format used for the upper secondary school texts especially dealt with in this article seems to be easily adaptable to work in different countries and for different target groups.

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